

Unit 1: Los Elefantes

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Unit 1: Los Elefantes

Culturally Authentic Curriculum
Based on the Hispanic Oral Tradition

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Printable Teacher Resources and Student Activities

Telaraña/Spider Web, **Activity Sheet 1.1**

¡Crea un elefante con las formas geométricas!/Create an elephant with geometric shapes!, **Activity Sheet 1.2a**

Numeral Page, **Teacher Resource 1.2b**

Numerals, Number Words, and Elephant Counting Cards, **Teacher Resource 1.3**

Los Elefantes Unit Poster, **Teacher Resource 1.4**

Word Search, **Teacher Resource 1.5a**

Búsqueda de Palabras/Word Search, **Activity Sheet 1.5b**

¿Pesado o ligero?/Heavy or light?, **Activity Sheet 1.6**

Alphabetized Word Wall Words, **Teacher Resource 1.7**



Unit 1: Los Elefantes

About the Unit

This unit incorporates numbers 1 to 20, reading, and the concepts light and heavy as topics with applications in the areas of Math, Language Arts, and Science.

About the Song

The song *Los Elefantes* talks about an elephant balancing on a spider web. When he sees that the web is strong, he calls another elephant to join him and so two elephants balance on the web. The elephants on the web keep adding one elephant at a time until the students' desired number is reached. For the purpose of this unit, the song ends when a total of seven elephants are balancing on the web.

Un Elefante Units

Un Elefante units provide enrichment ideas and activities for oral language development that support the Texas Essential Knowledge and Skills (TEKS). The units are presented in a flexible and flowing fashion that enables the teacher to use each unit in parts or as a whole.

Un Elefante activities are fun, playful, active, and culturally relevant. They encourage students' exposure to and celebration of the Hispanic culture and language. Each of the nine units in *Un Elefante* is named after a traditional song or game in Spanish:

- I *Los Elefantes*
- II *Patito Color de Café*
- III *Los Listones*
- IV *Los Pollitos*
- V *Pin Pón*
- VI *El Lobo*
- VII *Amo Ató*
- VIII *La Víbora de la Mar*
- IX *Cucú*



Level: PK-K

Unit Purpose: Identify and sequence cardinal numbers (1 to 20). Introduce written number words.

Objectives:

Texas Essential Knowledge and Skills (TEKS)	Objetivos de los Estudiantes	Student Objectives
Chapter 111.11 Math, Kindergarten (b) Knowledge and Skills (1) Number and operations Students: (A) use one-to-one correspondance between number and objects; (B) represent quantities of objects 1-20; and (C) use numbers to represent how many. (2) Number and operations Students: (A) express sequence.	Matemáticas - Yo puedo relacionar los números con sus cantidades. - Yo puedo ordenar los números del 1 al 20.	Math - I can match numbers to objects. - I can put numbers in order from 1 to 20.
Spanish Texas Essential Knowledge and Skills (TEKS): Chapter 128.11 Spanish language arts, Kindergarten (b) Knowledge and Skills (1) Reading/Beginning Reading Skills/Print Awareness. Students: (A) recognize that spoken words can be written; (C) demonstrate one-to-one correspondence (spoken word, printed word). (2) Reading/Beginning Reading Skills/Phonological Awareness. Students: (h) separate multisyllabic spoken words (eg., /to/ /ma/ /te/). (3) Reading/Beginning Reading Skills/Phonetics. Students: (b) decode by syllables; (i) acknowledge that new words can be formed by changing, adding, or taking away syllables. (4) Reading/Beginning Reading Strategies/Phonetics. Students: (A) predict what might happen next in text based on the cover, title, and illustrations.	Lenguaje - Yo puedo leer las palabras de los números. - Yo puedo formar palabras con sílabas. - Yo puedo leer una historia y puedo crear mi propio final.	Language Arts - I can read number words. - I can create words from syllables. - I can read a story and create my own ending.

Level: PK-K

Unit Purpose: Identify and sequence cardinal numbers (1 to 20). Introduce written number words.

Objectives:

Texas Essential Knowledge and Skills (TEKS)	Objetivos de los Estudiantes	Student Objectives
Social Studies §113.11. Social Studies, Kindergarten (b) Knowledge and skills. (12) Culture. Students: (A) explain the importance of customs and family traditions; and (B) compare customs and traditions of families. (15) Social studies skills. Students: (A) express ideas orally based on knowledge and experiences.	Estudios Sociales Yo puedo cantar y jugar mientras aprendo acerca de las costumbres y cultura de mi familia.	Social Studies I can sing and play as I learn about my family's customs and culture.
Science §112.11. Science, Kindergarten (b) Knowledge and Skills. (5) Matter and energy. Students: (A) observe and record size and weight of objects.	Ciencias Yo puedo pesar las cosas y puedo decir si son ligeras o pesadas.	Science I can weigh things to know if they are light or heavy.

Materials

Introductory Activity/Social Studies

- ☐ *Los Elefantes* song and game (**Unit Video & Audio File**)

Art

- ☐ Glitter, glue, and construction paper (for web)
- ☐ *Telaraña/Spider Web* (**Activity Sheet 1.1**)

Math

- ☐ *¡Crea un elefante con formas geométricas!*/Create an elephant with geometric shapes! (**Activity Sheet 1.2a**)
- ☐ Students' spider webs created in the Art center
- ☐ Numeral Page (**Teacher Resource 1.2b**)

Pocket Chart/Math

- ☐ Numerals, Number Words, and Elephant Counting Cards, (**Teacher Resource 1.3**)

Language Arts

- ☐ *Los Elefantes* Unit Poster (printable) (**Teacher Resource 1.4**)
- ☐ Highlighting tape
- ☐ *Telaraña/Spider Web* (**Activity Sheet 1.1**)
- ☐ Spider web (create from yarn)
- ☐ The syllables for the yarn web from *Búsqueda de Palabras/Word Search* (**Teacher Resource 1.5a**)
- ☐ *Búsqueda de Palabras/Word Search* (**Activity Sheet 1.5b**)
- ☐ *Los Elefantes* book

Science

- ☐ Scale
- ☐ Assortment of stuffed animals
- ☐ A bag of rocks
- ☐ String
- ☐ *¿Pesado o ligero?*/Heavy or light? (**Activity Sheet 1.6**)
- ☐ A non-fiction book of your choice about elephants (for example, *100 Cosas Que Deberías Saber Sobre Los Elefantes* or *Elephants: A Book for Children*).

Assessment

- ☐ Numerals, Number Words, and Elephant Counting Cards (**Teacher Resource 1.3**)

Extension Activities

- ☐ Alphabetized Word Wall Words (**Teacher Resource 1.7**)



Instructions

1. Outside Play - Students sit in a circle and the teacher discusses the language in the song and game from the **Unit Video**. Students' familiarity with the words may differ. The teacher validates all wording versions for the song and the class agrees on one version for cohesive choral execution. The students sing the song.

2. Game - As students sing, one student is selected as the first elephant stomping on the web. This student calls a friend, and then the friend calls another, and so on, creating a chain of elephant friends. When they arrive at the pre-set number (5, 10, 15, 20 etc.), the students may choose how to end the game (for example, the web breaks or the web stays strong).

3. In the Classroom/Center Activities - Teacher provides a short introduction to centers at the beginning of the unit.

Art Center - At the beginning of this activity, the teacher will read the following riddle:

<i>En el aire anda,</i>	In the air I play,
<i>En el aire mora,</i>	In the air I lurk,
<i>En el aire teje</i>	In the air I weave,
<i>La trabajadora.</i>	In the air I work.

The teacher will have students ponder the riddle as they create a spider web using glitter, paint, and construction paper (be creative). For inspiration on how to draw a spider web, see *Telaraña/Spider Web*, **Activity Sheet 1.1**. Save spider webs to create number line in the Math Center.

Students will share their answers to the riddle as they turn in their projects. Once all the spider web projects have been collected, the teacher will come back to the riddle and will share the answer with the class. The answer is *La araña/The spider*. Students will acknowledge that spiders, and not elephants, truly belong on a spider web.

Math Center - Students will create an elephant as they review 2-D shapes (circle, triangle, square, and rectangle) using **Activity Sheet 1.2a**. Next, students will glue their elephant onto the spider webs created in the Art Center. As students finish their project, each student will choose a numeral from **Teacher Resource 1.2b** (one, two, three, etc.) in the order in which they finished. The students will then glue the numeral they obtained onto their projects. At the end of this process, the students will have created a number line of elephants balancing on their spider webs.



Instructions

Pocket Chart Center/Math - Students will match numeral and number word with the appropriate quantity of elephants (numbers 1-20; refer to **Activity Sheets 1.2 and 1.3**).

Language Arts - Students will read through the Unit Poster (**Teacher Resource 1.4**) and will identify number words using highlighting tape. Next, a teacher-created spider web is needed. See yarn web on Unit Video; to create it, you may project **Teacher Resource 1.1** on the board/wall to weave the yarn into a web. Otherwise, create your own web design with yarn. The teacher will place the syllables in **Teacher Resource 1.5a** on the teacher-created spider web. Students will discover the syllables on the spider web and will create words that they will write out on **Activity Sheet 1.5b**.

Guided Reading - Students will do a book walk through *Los Elefantes* by identifying what is happening in the pictures. The students will discuss what they see. Next, students will read the text and will pay attention to one-to-one correspondence, and left to right tracking. Students will discuss possible endings to the poem and then each student will create their own ending. Students will illustrate and write their individual endings.

Science - Students will predict which objects (among rocks, string, and stuffed animals) will be heavy or light. Students will use a scale to compare different objects provided and they will sort the objects by weight. On a t-graph (refer to **Activity Sheet 1.6**), students will draw objects that are light and heavy. After reading a non-fiction book about elephants, the students will discuss if elephants could in fact balance on a spider web.

4. *Los Elefantes* Poem - Have students read *Los Elefantes* poem highlighting number words with highlighting tape.

5. Assessment - For Math, using **Teacher Resource 1.3**, students will demonstrate understanding by counting out elephants showing one-to-one correspondence and number recognition as they place the correct numeral over the appropriate stack of elephants.



Extension Activities

1. Language Arts - Have students read and illustrate selected words from the word wall (Teacher Resource 1.7).

2. Math - What else can we put on a spider web? Students can create an addition problem by adding items on the spider web. Example: We have 2 red elephants and 3 yellow elephants on the spider web. How many elephants is that total?

3. Science - How much weight does it take to break a spider web? Predict. Then, go outside, explore, and test your prediction.

Additional Reading Resources

Fiction

1. *El autobús mágico teje una tela.* (1997). Joanna Cole & Bruce Degen. New York, NY: Scholastic.
2. *El viaje de Babar.* (2010). Jean de Brunhoff. Miami, FL: Santillana.
3. *La araña muy ocupada.* (2004). Eric Carle. New York, NY: Philomel Books.
4. *Nos fuimos todos de safari.* (2005). Laurie Krebs & Julia Cairns. Cambridge, MA: Barefoot Books.

Nonfiction

1. *100 cosas que deberías saber sobre los elefantes/100 facts on elephants.* (2009). Camilla de la Bedoyère. Madrid, Spain: Susaeta Publishing.
2. *Build a burrito. A counting book in English and Spanish.* (2008). Denise Vega & David Diaz. New York, NY: Scholastic/Cartwheel Books.
3. *El baúl de los transportes. Un libro sobre los números.* (2008). Cecilia Pisos. Miami, FL: Santillana.
4. *Elephants: A book for children.* (2015). Steve Bloom. New York, NY: Thames & Hudson.
5. *Pinto animales.* (2010). Fiona Watt & Katie Lovell. México City, México: Grupo Océano.
6. *¿Qué pasa? Libro sobre los números.* (2013). Graciela Repun. Miami, FL: Urano Publishing.
7. *Spiders. Amazing pictures & fun facts on animals in nature.* (2013). Kay de Silva. For Kindle. Amazon Digital Services, Inc.
8. *Taking a walk/Caminando.* (1994). Rebecca Emberley. New York, NY: Little, Brown Young Readers.



Los Elefantes Song Lyrics

*Un elefante se balanceaba
sobre la tela de una araña.
Como veía que resistía,
fue a llamar a otro elefante.*

One elephant balanced
on the web of a spider.
When he saw the web was strong,
he called another elephant.

*Dos elefantes se balanceaban
sobre la tela de una araña.
Como veían que resistía,
fueron a llamar a otro elefante.*

Two elephants balanced
on the web of a spider.
When they saw the web was strong,
they called another elephant.

*Tres elefantes se balanceaban
sobre la tela de una araña.
Como veían que resistía,
fueron a llamar a otro elefante.*

Three elephants balanced
on the web of a spider.
When they saw the web was strong,
they called another elephant.

*Cuatro elefantes se balanceaban
sobre la tela de una araña.
Como veían que resistía,
fueron a llamar a otro elefante.*

Four elephants balanced
on the web of a spider.
When they saw the web was strong,
they called another elephant.

*Cinco elefantes se balanceaban
sobre la tela de una araña.
Como veían que resistía,
fueron a llamar a otro elefante.*

Five elephants balanced
on the web of a spider.
When they saw the web was strong,
they called another elephant.

*Seis elefantes se balanceaban
sobre la tela de una araña.
Como veían que resistía,
fueron a llamar a otro elefante.*

Six elephants balanced
on the web of a spider.
When they saw the web was strong,
they called another elephant.

*Siete elefantes se balanceaban
sobre la tela de una araña.
Como veían que resistía,
fueron a llamar a otro elefante.*

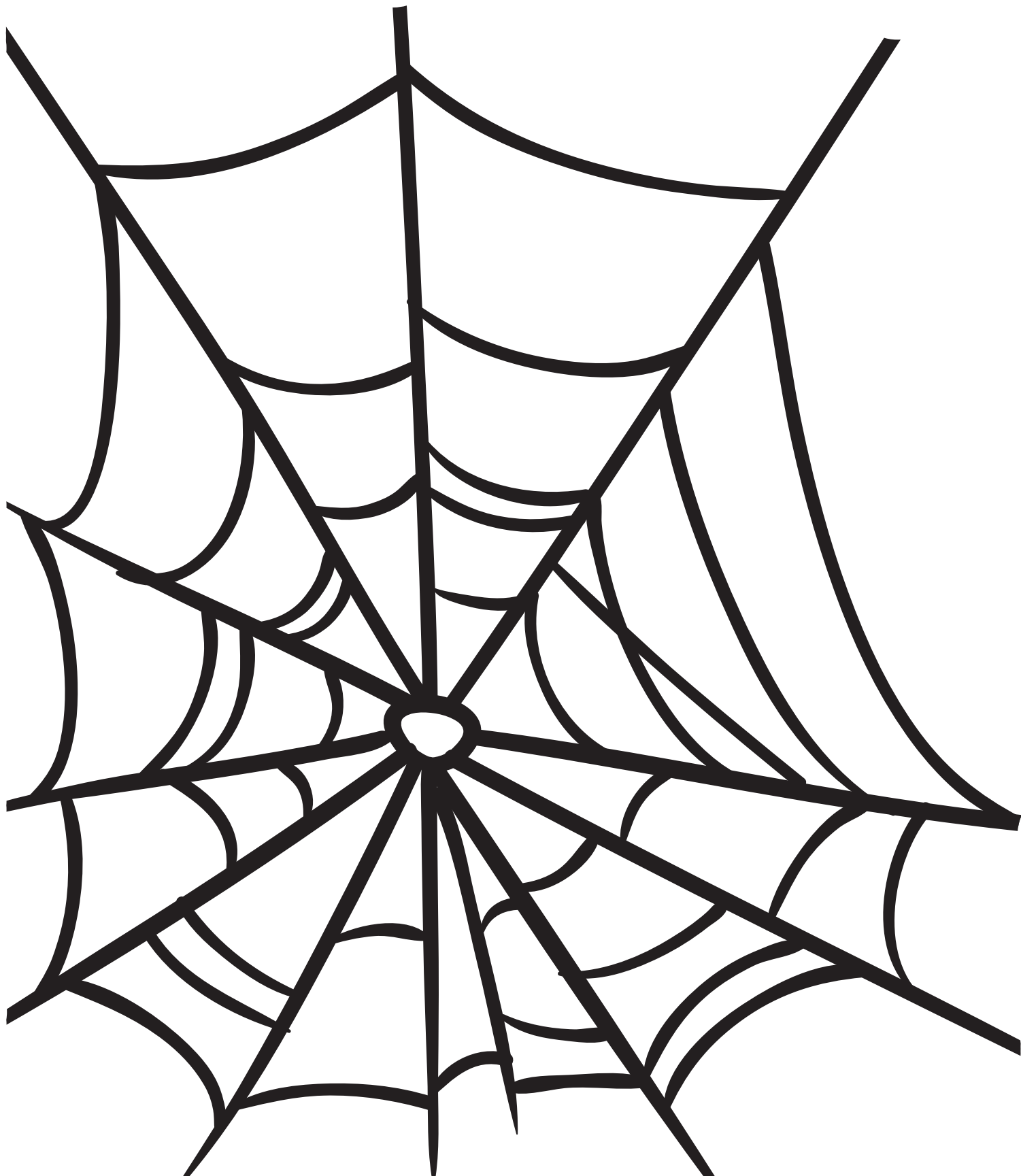
Seven elephants balanced
on the web of a spider.
When they saw the web was strong,
they called another elephant.

Printable Teacher Resources and Student Activities

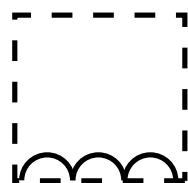
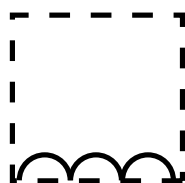
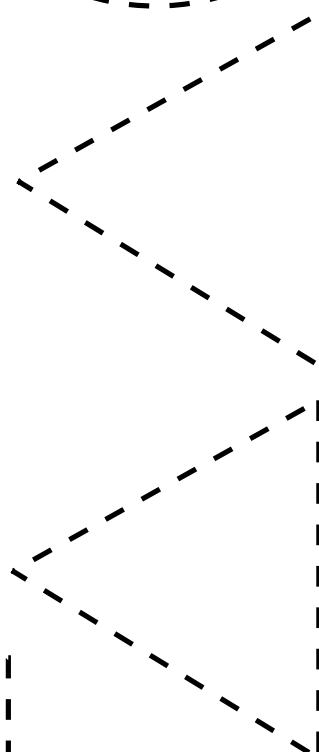
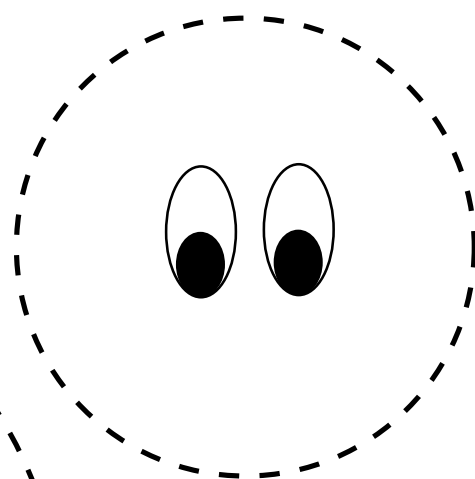
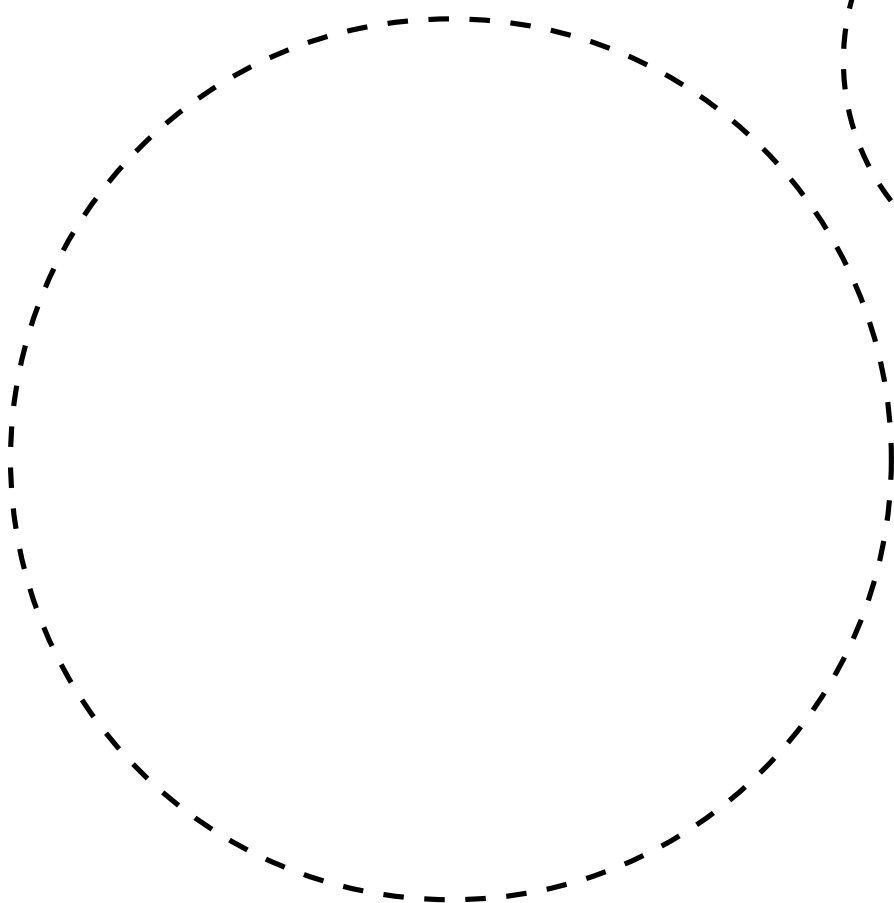
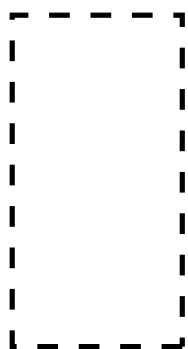
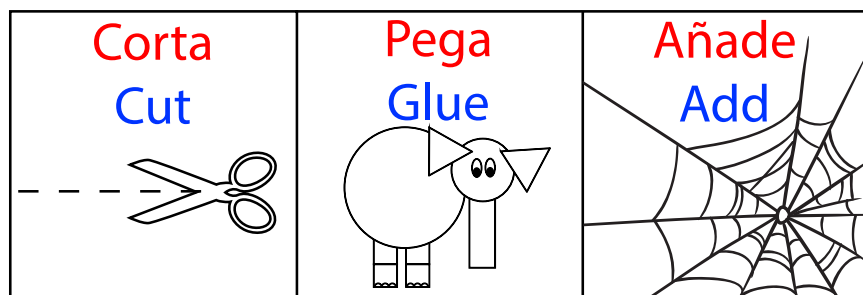
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Telaraña/Spider Web (Activity Sheet 1.1)



¡Crea un elefante con formas geométricas! / Create an elephant
with geometric shapes! (Activity Sheet 1.2a)



Numeral Page (Teacher Resource 1.2b)

1

6

11

16

2

7

12

17

3

8

13

18

4

9

14

19

5

10

15

20

Numerals, Number Words, and Elephant Counting Cards
(Teacher Resource 1.3)

1

uno

2

dos

3

tres

4

cuatro

5

cinco

Numerals, Number Words, and Elephant Counting Cards
(Teacher Resource 1.3)

6

seis

7

siete

8

ocho

9

nueve

10

diez

Numerals, Number Words, and Elephant Counting Cards
(Teacher Resource 1.3)

11	once	
12	doce	
13	trece	
14	catorce	
15	quince	

Numerals, Number Words, and Elephant Counting Cards
(Teacher Resource 1.3)

16	dieciséis
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17	diecisiete
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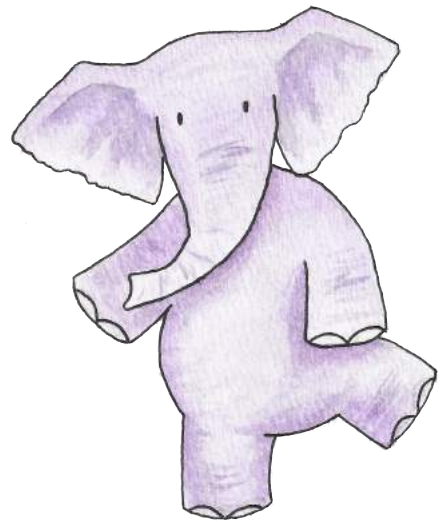
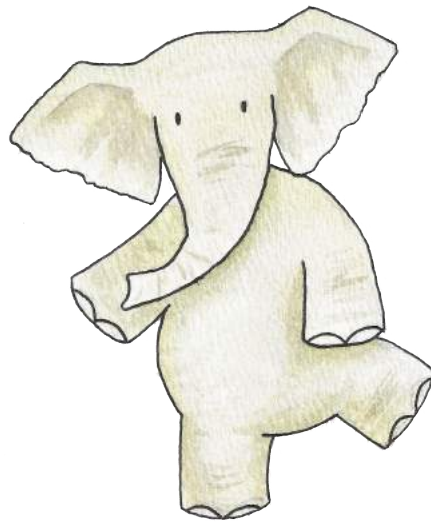
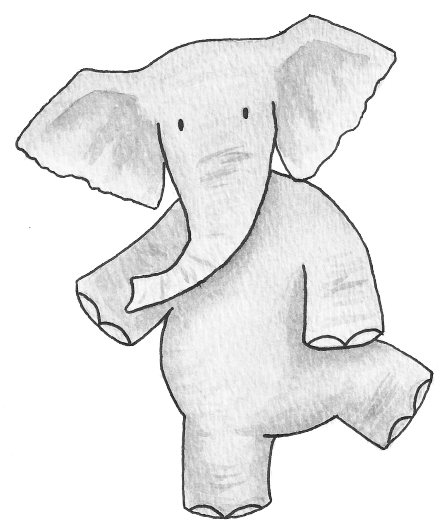
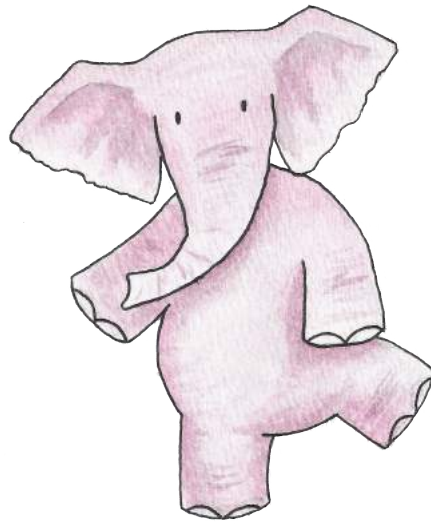
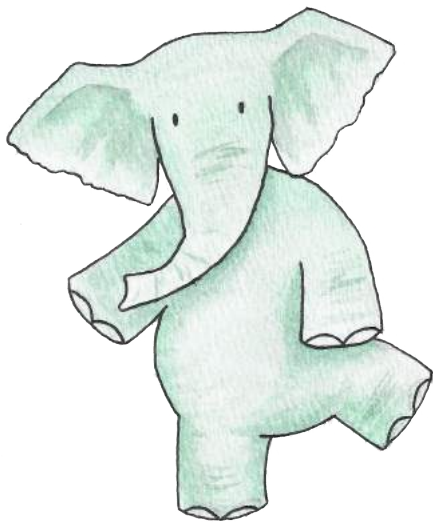
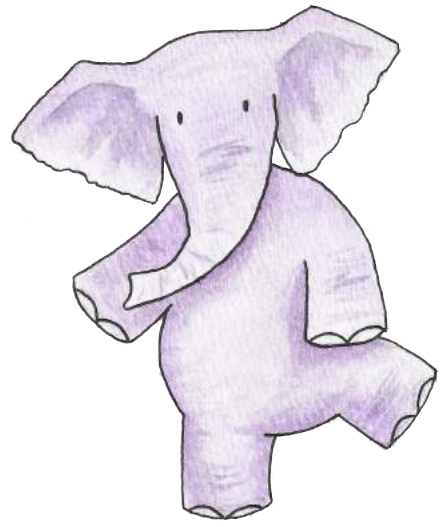
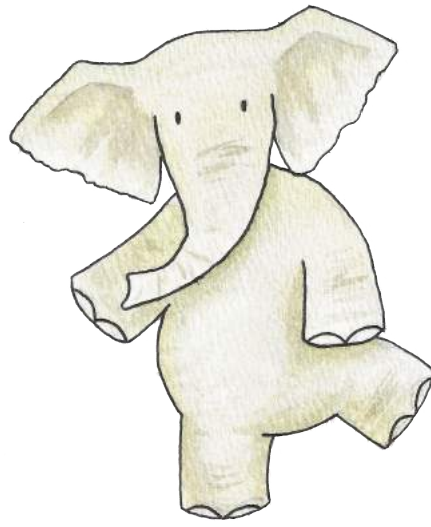
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19	diecinueve
----	------------

20	veinte
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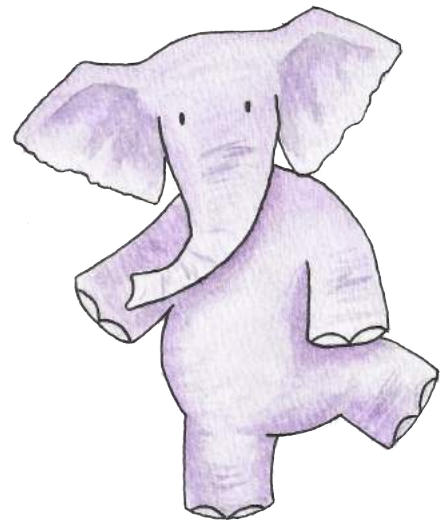
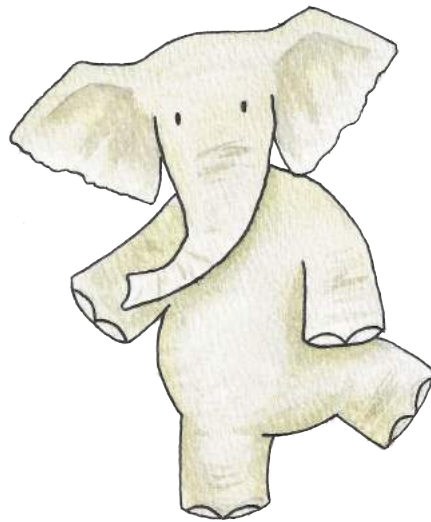
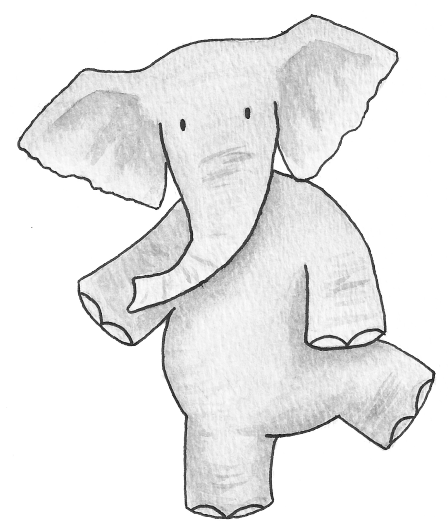
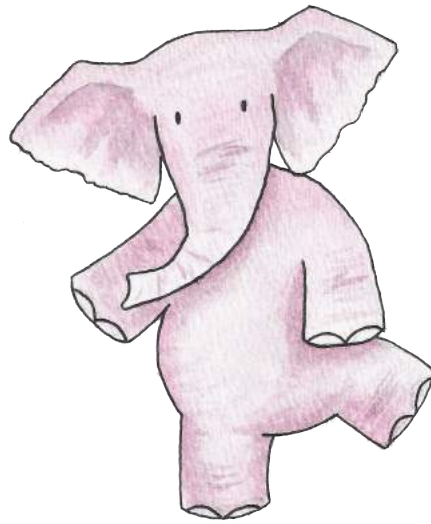
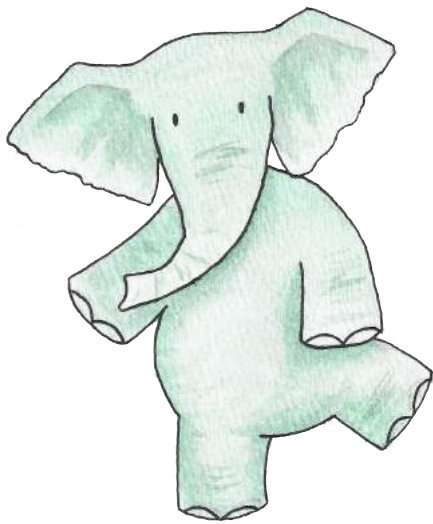
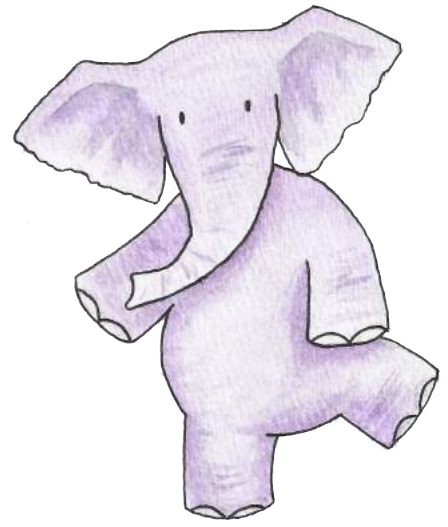
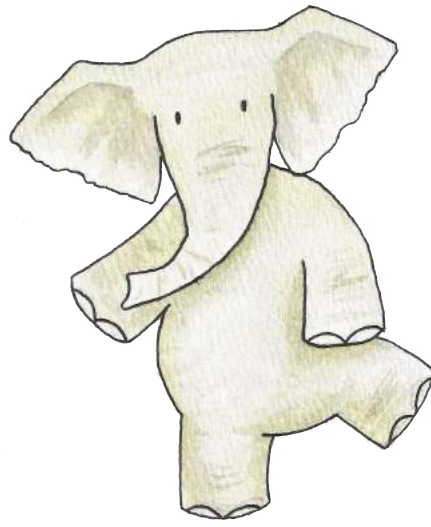
Numerals, Number Words, and Elephant Counting Cards

(Teacher Resource 1.3)



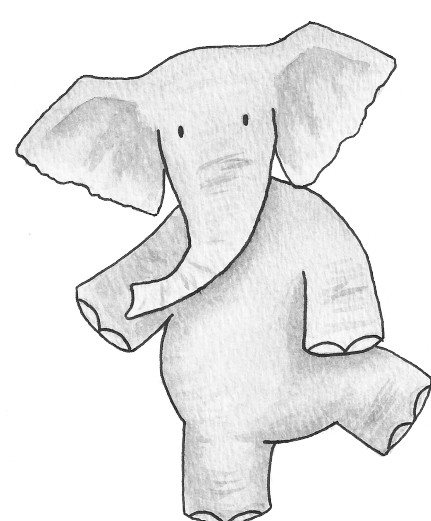
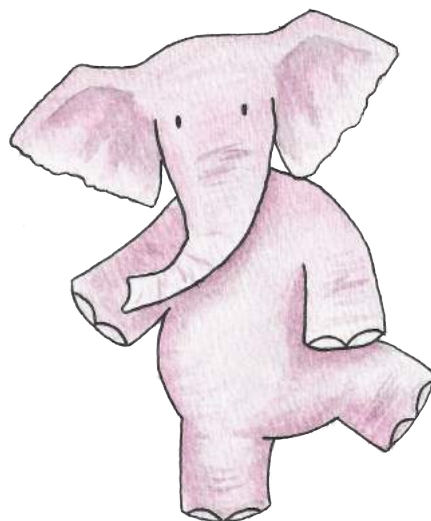
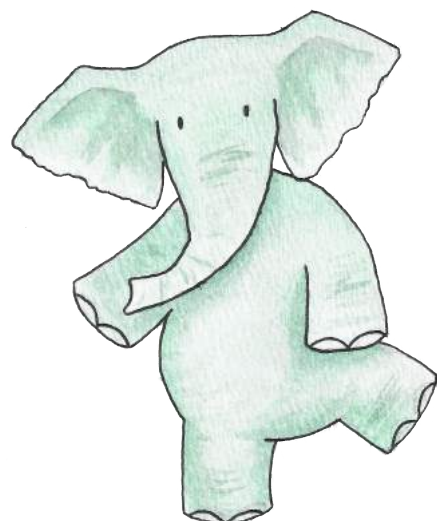
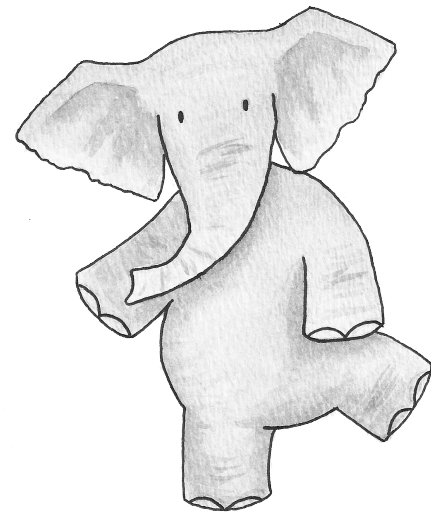
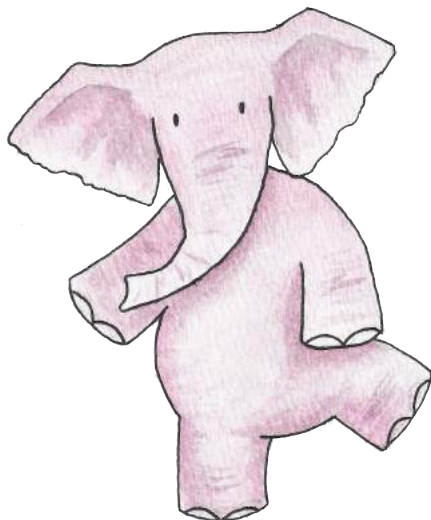
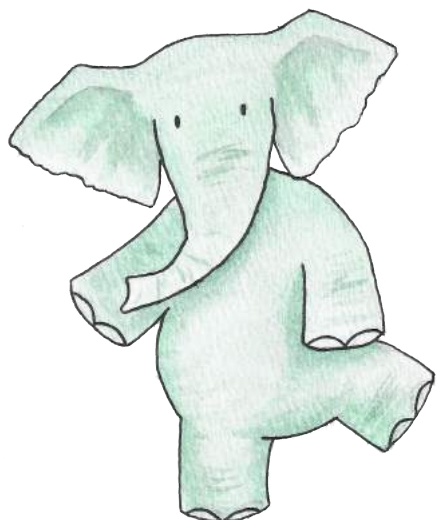
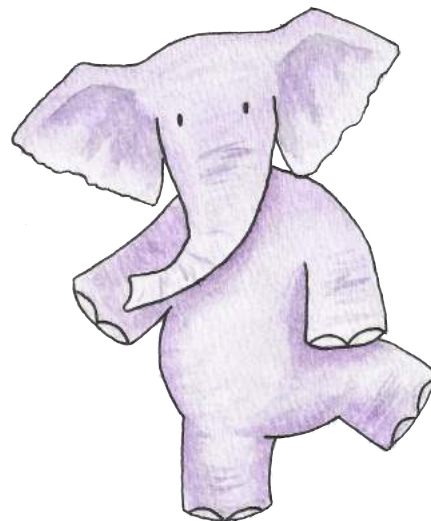
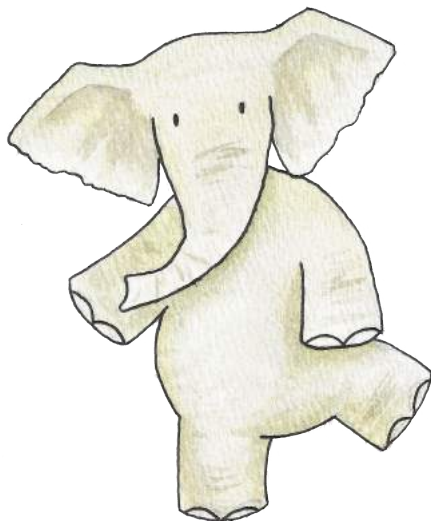
Numerals, Number Words, and Elephant Counting Cards

(Teacher Resource 1.3)



Numerals, Number Words, and Elephant Counting Cards

(Teacher Resource 1.3)



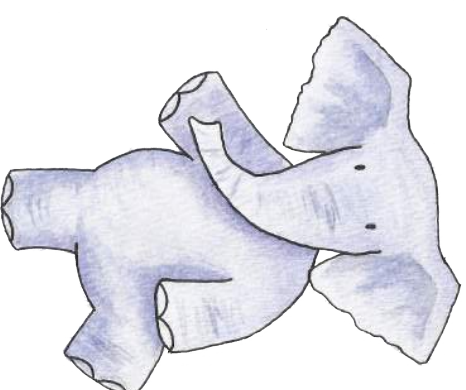
Poster (Teacher Resource 1.4)

The Unit Poster includes the song lyrics and illustrations. To create it, follow these steps:

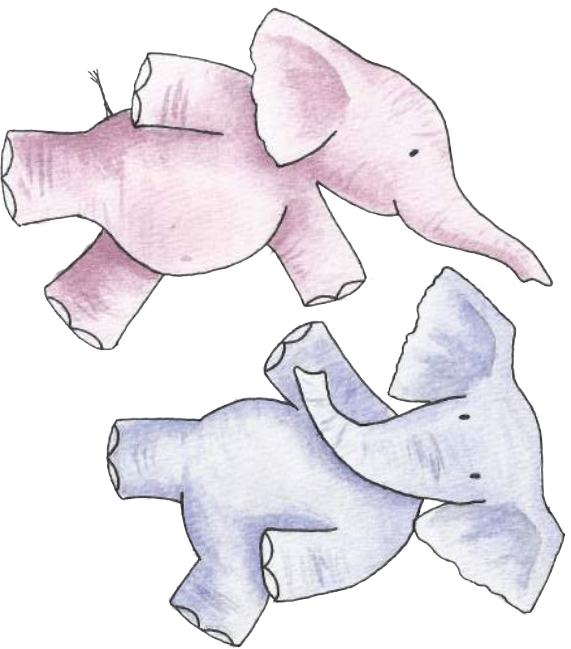
1. Print the three poster sheets using a standard home or office printer.
2. Cut off the white edges where indicated by dotted lines.
3. Tape the three sheets together making sure there is a seamless continuation of the graphics and song lyrics. Use the single page poster as a guide.

Los Elefantes

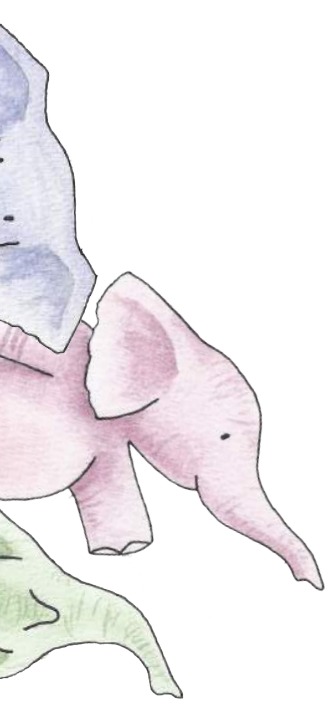
Un elefante se balanceaba
sobre la tela de una araña.
Como veía que resistía,
fue a llamar a otro elefante.



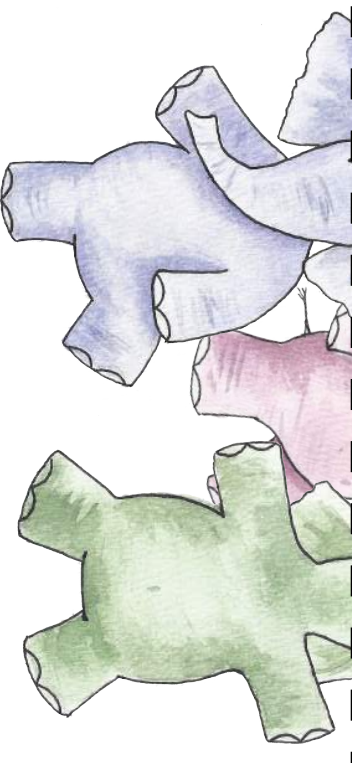
Dos elefantes se balanceaban
sobre la tela de una araña.
Como veían que resistía,
fueron a llamar a otro elefante.



Tres elefantes se balanceaban
sobre la tela de una araña.

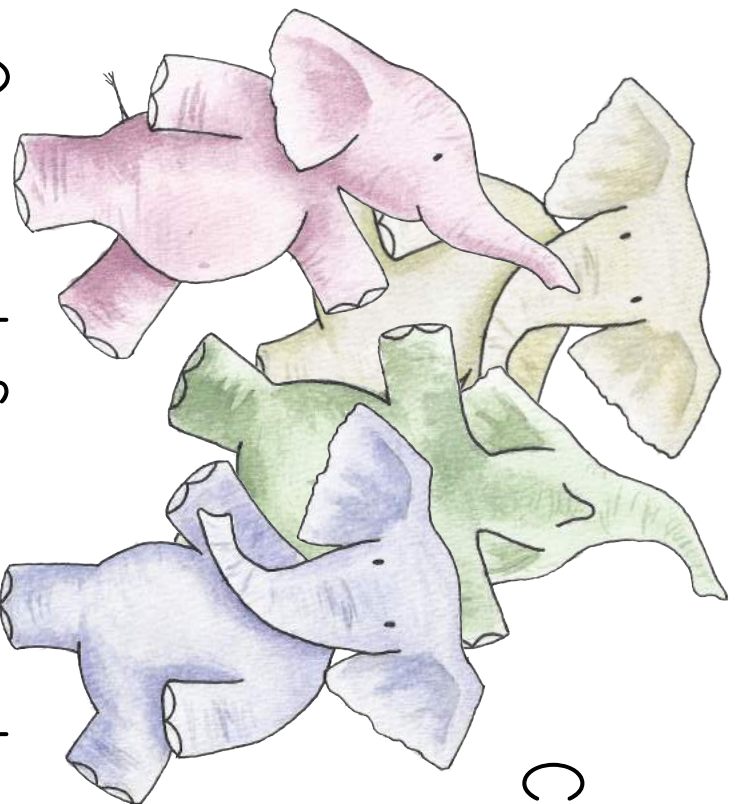


Como veían que resistía,
fueron a llamar a otro elefante.



Cuatro elefantes se balanceaban
sobre la tela de una araña.

Como veían que resistía,
fueron a llamar a otro elefante.



Cinco elefantes se balanceaban
sobre la tela de una araña.

Como veían que resistía,
fueron a llamar a otro elefante.

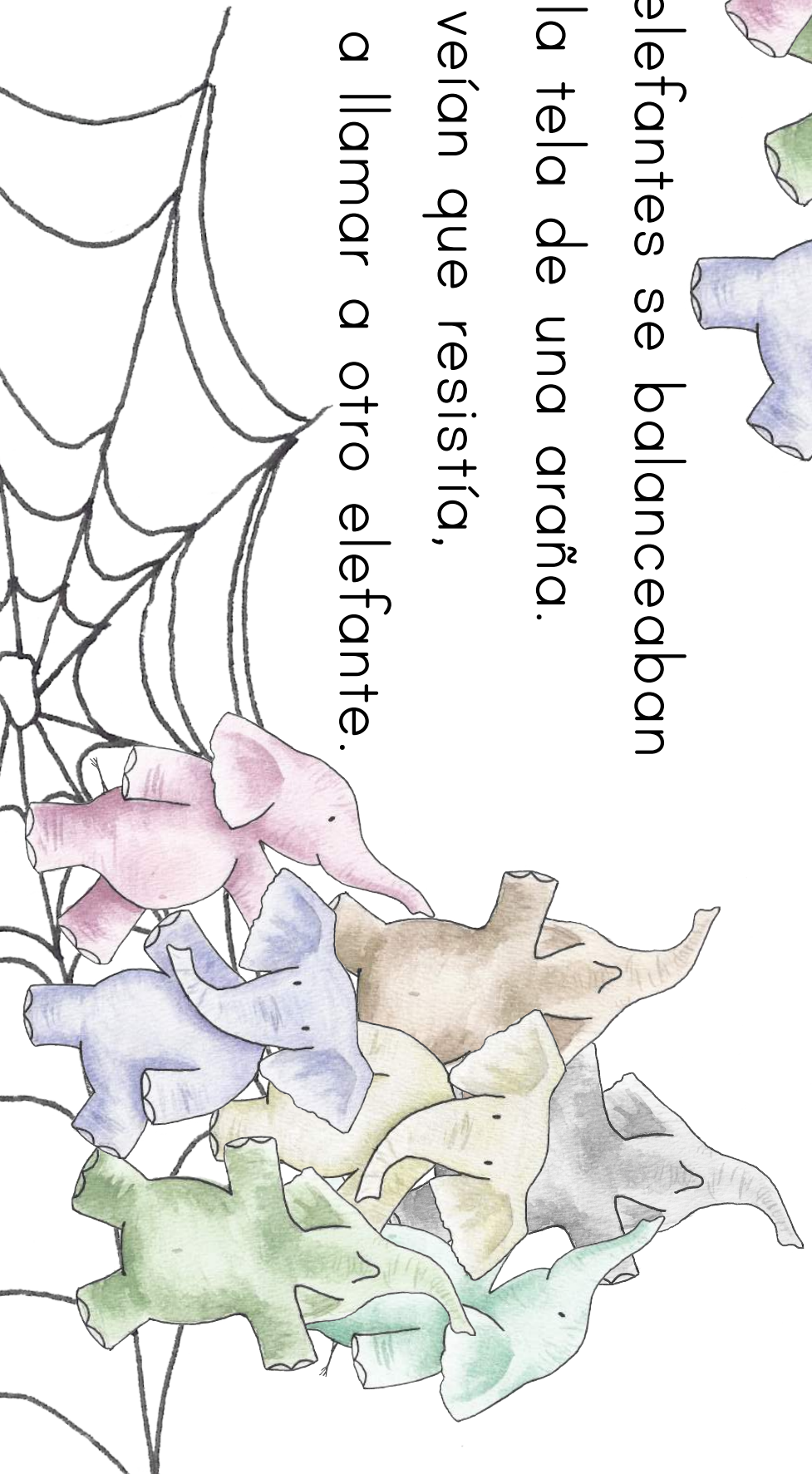




Seis elefantes se balanceaban
sobre la tela de una araña.
Como veían que resistía,
fueron a llamar a otro elefante.

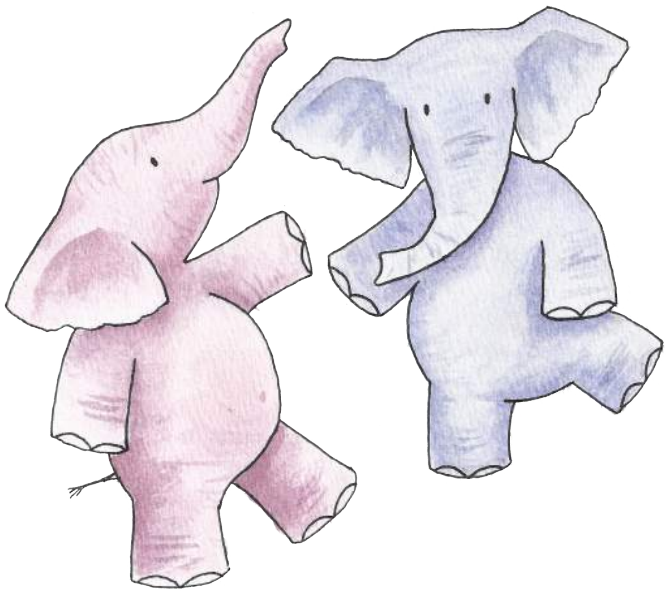
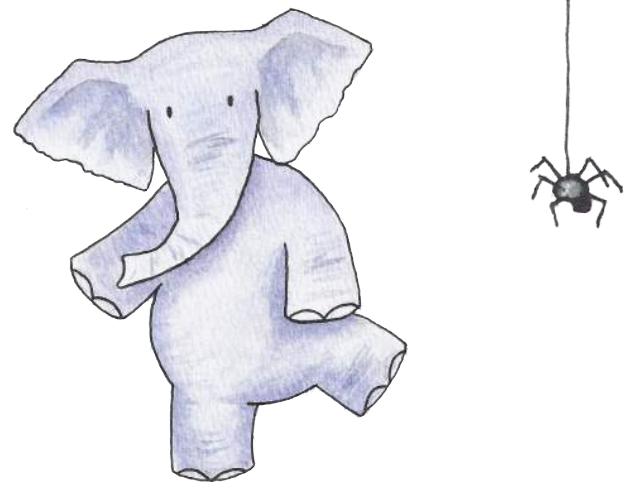
Siete elefantes se balanceaban
sobre la tela de una araña.

Como veían que resistía,
fueron a llamar a otro elefante.



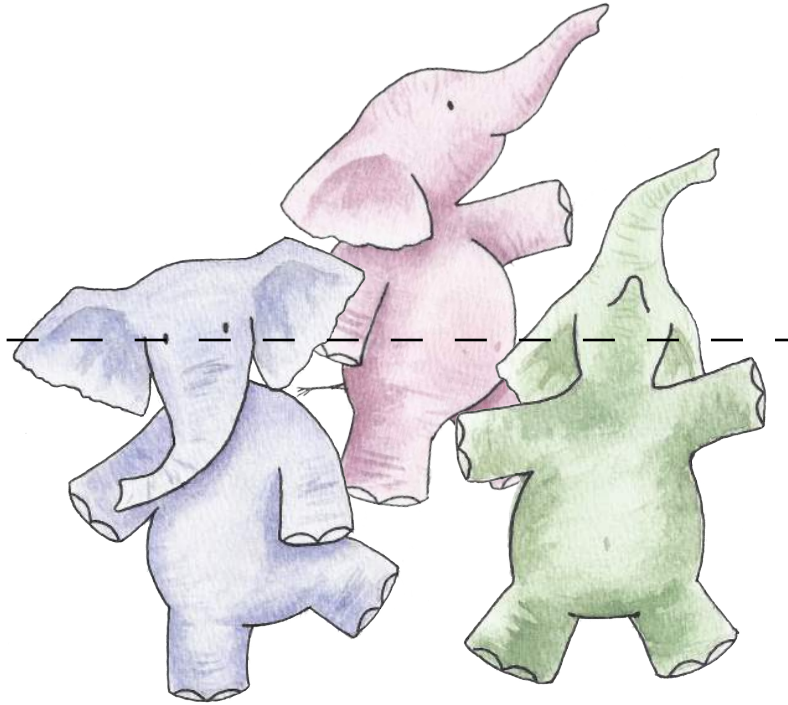
Los Elefantes

Un elefante se balanceaba
sobre la tela de una araña.
Como veía que resistía,
fue a llamar a otro elefante.



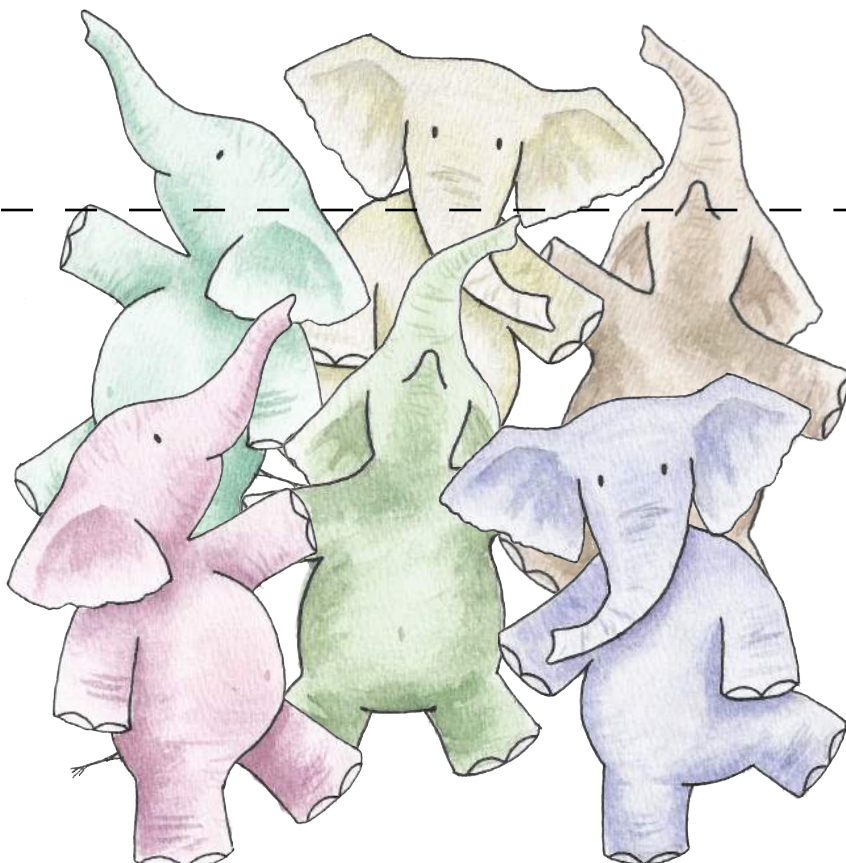
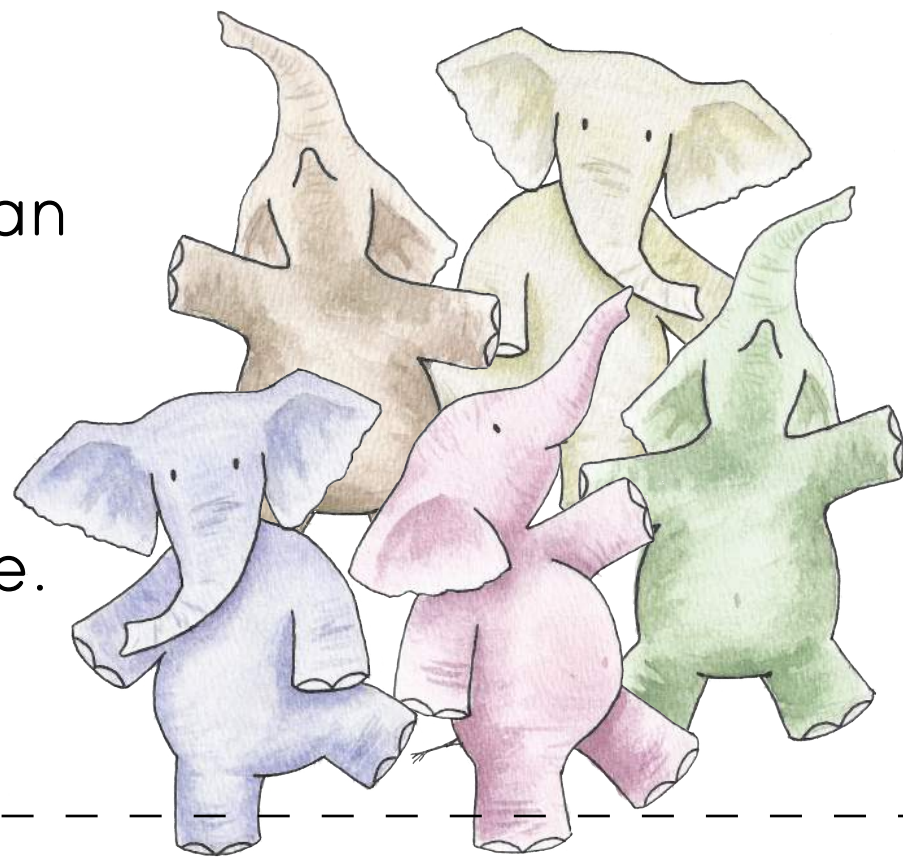
Dos elefantes se balanceaban
sobre la tela de una araña.
Como veían que resistía,
fueron a llamar a otro elefante.

Tres elefantes se balanceaban
sobre la tela de una araña.
Como veían que resistía,
fueron a llamar a otro elefante.



Cuatro elefantes se balanceaban
sobre la tela de una araña.
Como veían que resistía,
fueron a llamar a otro elefante.

Cinco elefantes se balanceaban
sobre la tela de una araña.
Como veían que resistía,
fueron a llamar a otro elefante.



Seis elefantes se balanceaban
sobre la tela de una araña.
Como veían que resistía,
fueron a llamar a otro elefante.

Siete elefantes se balanceaban
sobre la tela de una araña.
Como veían que resistía,
fueron a llamar a otro elefante.



Word Search (Teacher Resource 1.5a)

de

co mo

te la

fue ron

Word Search (Teacher Resource 1.5a)

cin co te

a ra ña la

die ci séis

e le fan te

fue ron

co mo de

Búsqueda de Palabras/Word Search (Activity Sheet 1.5b)

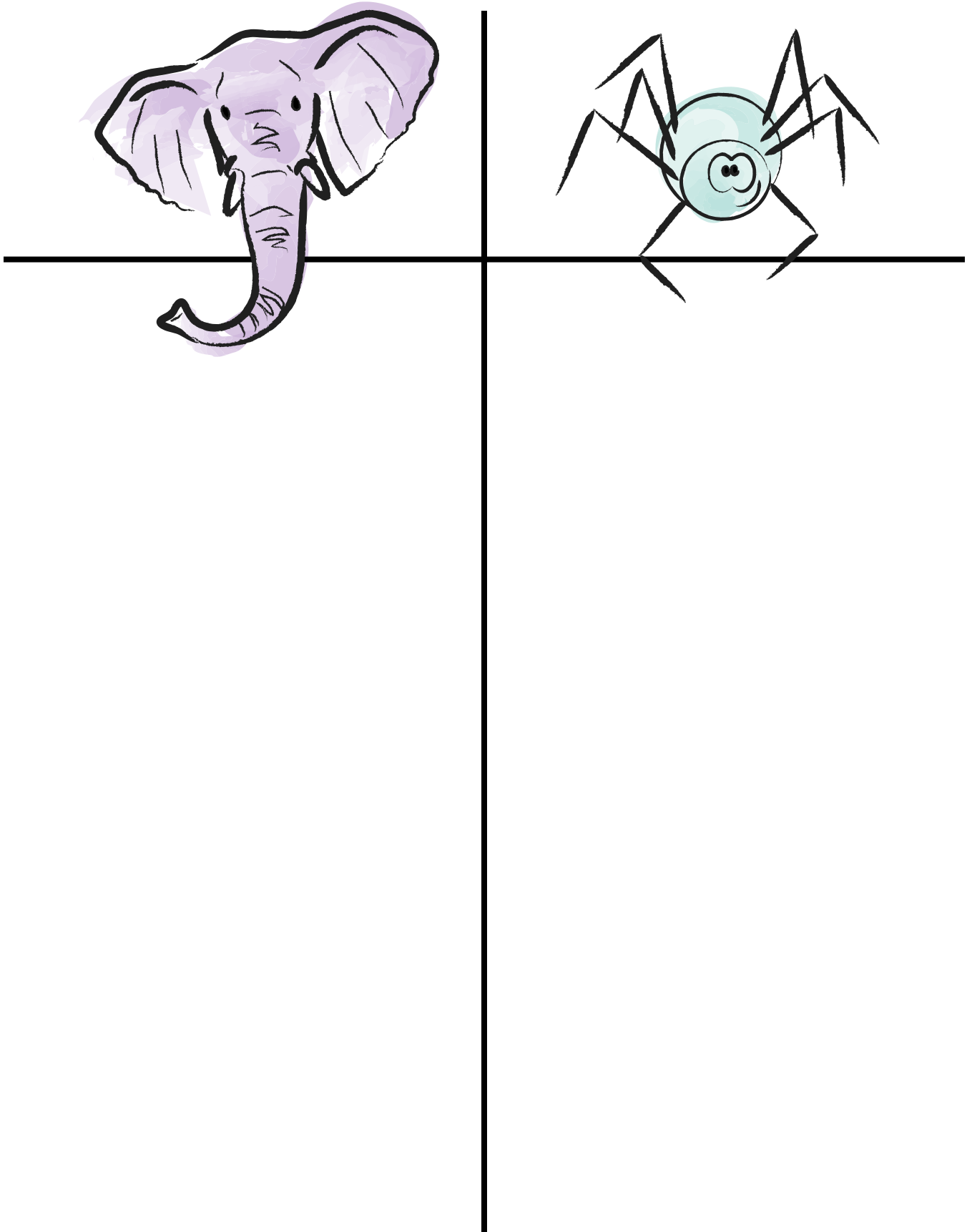
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	_____



¡Crea tú!

_____	_____	_____
_____	_____	_____

¿Pesado o Ligero? / Heavy or Light? (Activity Sheet 1.6)



Alphabetized Word Wall Words (Teacher Resource 1.7)

a

araña

balanceaba

catorce

cinco

como

Alphabetized Word Wall Words (Teacher Resource 1.7)

cuatro

de

diez

dos

doce

elefante

Alphabetized Word Wall Words (Teacher Resource 1.7)

elefantes

fue

fueron

nueve

ocho

once

Alphabetized Word Wall Words (Teacher Resource 1.7)

otro

que

quince

resistía

seis

siete

Alphabetized Word Wall Words (Teacher Resource 1.7)

sobre

tela

trece

tres

un

una

Alphabetized Word Wall Words (Teacher Resource 1.7)

uno

veía